

GOVERNOR'S OFFICE OF
BUDGET AND PROGRAM PLANNING**Fiscal Note 2009 Biennium**

| | | | |
|--------|--------|--------|---|
| Bill # | SB0064 | Title: | Increase membership in state group health insurance |
|--------|--------|--------|---|

| | | | |
|------------------|----------|---------|--------------------------------|
| Primary Sponsor: | Cobb, J. | Status: | As Amended in Senate Committee |
|------------------|----------|---------|--------------------------------|

- Significant Local Gov Impact Include in HB 2 Technical Concerns
 Included in the Executive Budget Significant Long-Term Impacts Dedicated Revenue Form Attached

FISCAL SUMMARY

| | FY 2008 <u>Difference</u> | FY 2009 <u>Difference</u> | FY 2010 <u>Difference</u> | FY 2011 <u>Difference</u> |
|---|------------------------------|------------------------------|------------------------------|------------------------------|
| Expenditures: | | | | |
| General Fund | \$193,178 | \$204,005 | \$216,245 | \$229,220 |
| State Special Revenue | \$837,103 | \$884,021 | \$937,063 | \$993,287 |
| Federal Special Revenue | \$193,178 | \$204,005 | \$216,245 | \$229,220 |
| Proprietary | \$64,393 | \$68,002 | \$72,082 | \$76,407 |
| Revenue: | | | | |
| General Fund | \$0 | \$0 | \$0 | \$0 |
| State Special Revenue | \$0 | \$0 | \$0 | \$0 |
| Federal Special Revenue | \$0 | \$0 | \$0 | \$0 |
| Proprietary | \$0 | \$0 | \$0 | \$0 |
| Net Impact-General Fund Balance: | <u>(\$193,178)</u> | <u>(\$204,005)</u> | <u>(\$216,245)</u> | <u>(\$229,220)</u> |

Description of fiscal Impact: The fiscal impact from SB 64 will come from additional temporary, seasonal, and part-time less than 20-hours/week employees now becoming eligible for state share benefits, and employees who currently satisfied eligibility requirements for state share at the 6-month time-frame, gaining an additional 3-months of state share eligibility.

No fiscal impact is projected to the State self-insured health plans because it is impossible to predict what the risk profile would be for the additional employees receiving state share under SB 64.

FISCAL ANALYSIS**Assumptions:****Department of Administration**

1. In order to predict the number of additional employees that would have been eligible for state provided health premium benefits (state share) under the criteria proposed in SB 64, the department queried the SABHRS human resource system to identify all employees with a "seasonal" or "temporary" employee status who worked at least 20 hours/pay-period (assumed to be equivalent to 10 hours/week) for at least 6 consecutive pay-periods between January 1 to December 8, 2006.

Fiscal Note Request – As Introduced

(continued)

2. 842 individuals were identified to have met the minimum SB 64 qualifications if it were in place during the 2006 calendar year. This count was assumed to remain constant each year through the next two biennia.

| ELIGIBLE EMPLOYEES | |
|----------------------------------|------------|
| Agency Name | Total |
| LEGISLATIVE BRANCH | 1 |
| GOVERNOR'S OFFICE | 2 |
| SECRETARY OF STATE | 6 |
| STATE AUDITOR | 6 |
| OFFICE OF PUBLIC INSTRUCTION | 15 |
| JUSTICE | 28 |
| COMMISSIONER OF HIGHER EDUCATION | 1 |
| ARTS COUNCIL | 1 |
| STATE LIBRARY | 2 |
| HISTORICAL SOCIETY | 6 |
| FISH, WILDLIFE, & PARKS | 262 |
| ENVIRONMENTAL QUALITY | 13 |
| TRANSPORTATION | 282 |
| LIVESTOCK | 5 |
| NATURAL RESOURCES | 1 |
| REVENUE | 44 |
| ADMINISTRATION | 3 |
| STATE FUND | 1 |
| AGRICULTURE | 3 |
| CORRECTIONS | 7 |
| COMMERCE | 14 |
| LABOR & INDUSTRY | 81 |
| MILITARY AFFAIRS | 14 |
| PUBLIC HEALTH & HUMAN SERVICES | 44 |
| Grand Total | 842 |

3. Out of the 842 individuals, 202 were identified that would gain eligibility for benefits under SB 64 because they currently work between 10-20 hours/week. The other 640 individuals would receive an additional 3 months of coverage under SB 64. The state share cost for one individual per pay-period is \$278.50 or \$557 per month. The total state share cost for the 202 employees who gained eligibility from the reduced hours/week criteria, for the time-period they actually worked in calendar year 2006 would be \$213,610. The additional 3-months of coverage for individuals that previously would have had to wait 6-months for state share, was calculated to be \$1,069,440. The sum of these two amounts is the annual fiscal impact assumed for each fiscal year.
4. The state's human resource software system would require some reprogramming work to identify and tag those additional employees who would be eligible for state share under SB 64. It is projected that it would take 80 hours to complete the design, development and testing of the software programming at a cost of \$60/hour; for a total of \$4,800.
5. This fiscal note assumes any additional costs of enrolling or un-enrolling individuals from the benefits plans will be absorbed into each agency's budget.

Fiscal Note Request – As Introduced

(continued)

6. This fiscal note assumes that the more generous eligibility requirements for health care benefits would have no effect on the total population of individuals currently with a “seasonal” or “temporary” work status.
7. There is no way to predict the risk profile of employees that would be joining the state’s health plan under SB 64, and therefore impossible to predict what fiscal impact claims from this group of individuals would have on the self-insured health plan. For purposes of this fiscal note it is assumed that the health plan will break-even with the addition of these folks; premiums into the plan will equal claims payments and a proportionate share of administrative costs from the plan; but note that there is the risk to the plan that the new enrollees will be in a high risk group that has claim costs which exceed premiums.
8. Due to the unique mix of agencies and funding, the funding split state-wide for the additional personal services cost is estimated to be 15 percent general fund; 65 percent state special revenue; 15 percent federal special revenue; and 5 percent other.
9. Health insurance inflation is estimated to grow at 6 percent per year.

State Agencies

| | FY 2008 Difference | FY 2009 Difference | FY 2010 Difference | FY 2011 Difference |
|--|---------------------------|---------------------------|---------------------------|---------------------------|
| Fiscal Impact: | | | | |
| Expenditures: | | | | |
| Personal Services | \$1,283,050 | \$1,360,033 | \$1,441,635 | \$1,528,133 |
| Operating Expenses | <u>\$4,800</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| TOTAL Expenditures | <u>\$1,287,850</u> | <u>\$1,360,033</u> | <u>\$1,441,635</u> | <u>\$1,528,133</u> |
| Funding of Expenditures: | | | | |
| General Fund (01) | \$193,178 | \$204,005 | \$216,245 | \$229,220 |
| State Special Revenue (02) | <u>\$837,103</u> | <u>\$884,021</u> | <u>\$937,063</u> | <u>\$993,287</u> |
| Federal Special Revenue (03) | <u>\$193,178</u> | <u>\$204,005</u> | <u>\$216,245</u> | <u>\$229,220</u> |
| Other - Proprietary (06) | <u>\$64,393</u> | <u>\$68,002</u> | <u>\$72,082</u> | <u>\$76,407</u> |
| TOTAL Funding of Exp. | <u>\$1,287,850</u> | <u>\$1,360,033</u> | <u>\$1,441,635</u> | <u>\$1,528,133</u> |
| Revenues: | | | | |
| General Fund (01) | \$0 | \$0 | \$0 | \$0 |
| State Special Revenue (02) | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Federal Special Revenue (03) | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Other - Proprietary (06) | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| TOTAL Revenues | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Net Impact to Fund Balance (Revenue minus Funding of Expenditures): | | | | |
| General Fund (01) | (193,178) | (204,005) | (216,245) | (229,220) |
| State Special Revenue (02) | <u>(837,103)</u> | <u>(884,021)</u> | <u>(937,063)</u> | <u>(993,287)</u> |
| Federal Special Revenue (03) | <u>(193,178)</u> | <u>(204,005)</u> | <u>(216,245)</u> | <u>(229,220)</u> |
| Other - Proprietary (06) | <u>(64,393)</u> | <u>(68,002)</u> | <u>(72,082)</u> | <u>(76,407)</u> |

Sponsor's Initials

Date

Budget Director's Initials

Date

TSEP Ranking Criteria

90-6-710. Priorities for projects -- procedure -- rulemaking. (1) The department of commerce must receive proposals for infrastructure projects from local governments. The department shall work with a local government in preparing cost estimates for a project. In reviewing project proposals, the department may consult with other state agencies with expertise pertinent to the proposal. For the projects under 90-6-703(1)(a), the department shall prepare and submit a list containing the recommended projects and the recommended form and amount of financial assistance for each project to the governor, prioritized pursuant to subsection (2). The governor shall review the projects recommended by the department and shall submit a list of recommended projects and the recommended financial assistance to the legislature.

(2) In preparing recommendations under subsection (1), preference must be given to infrastructure projects based on the following order of priority:

- (a) projects that solve urgent and serious public health or safety problems or that enable local governments to meet state or federal health or safety standards;
- (b) projects that reflect greater need for financial assistance than other projects;
- (c) projects that incorporate appropriate, cost-effective technical design and that provide thorough, long-term solutions to community public facility needs;
- (d) projects that reflect substantial past efforts to ensure sound, effective, long-term planning and management of public facilities and that attempt to resolve the infrastructure problem with local resources;
- (e) projects that enable local governments to obtain funds from sources other than the funds provided under this part;
- (f) projects that provide long-term, full-time job opportunities for Montanans, that provide public facilities necessary for the expansion of a business that has a high potential for financial success, or that maintain the tax base or that encourage expansion of the tax base; and
- (g) projects that are high local priorities and have strong community support.

(3) After the review required by subsection (1), the projects must be approved by the legislature.

(4) The department shall adopt rules necessary to implement the treasure state endowment program.

(5) The department shall report to each regular session of the legislature the status of all projects that have not been completed in order for the legislature to review each project's status and determine whether the authorized grant should be withdrawn.

History: En. Sec. 6, Ch. 3, Sp. L. January 1992; amd. Sec. 3, Ch. 432, L. 1993; amd. Sec. 1, Ch. 453, L. 1999; amd. Sec. 4, Ch. 10, Sp. L. May 2000; amd. Sec. 8, Ch. 580, L. 2005.

NOVEMBER 2006

Phi Delta Kappan

THE PROFESSIONAL JOURNAL FOR EDUCATION

Special Section

Indian Education For All: Montana Takes the Lead

Guest Editors

**Bobby Ann Starnes
Wendy Zagray Warren
Denise Juneau
Mandy Smoker Broaddus**

Plus

Bringing Success to High-Poverty Schools

Stanley Pogrow



Indian Education for All

Essential Understandings Regarding Montana Indians

Developed by
the Office of Public Instruction

Revised January 2007



Montana Office of Public Instruction
Linda McCulloch, Superintendent
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Essential Understandings Regarding Montana Indians

Essential Understanding 1

There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

BACKGROUND



(Map provided courtesy of Governor's American Indian Nations (GAIN) Council)

A reservation is a territory reserved by tribes as a permanent tribal homeland. Some reservations were created through treaties while others were created by statutes or executive orders.

RESERVATIONS: TRIBAL GROUPS:

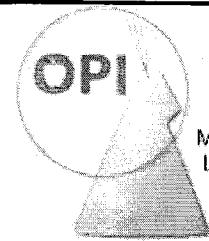
| | |
|-------------------|-----------------------------------|
| Flathead | Salish, Kootenai, Pend d' Oreille |
| Blackfeet | Blackfeet |
| Rocky Boy's | Chippewa-Cree |
| Fort Belknap | Gros Ventre, Assiniboine |
| Fort Peck | Sioux, Assiniboine |
| Northern Cheyenne | Northern Cheyenne |
| Crow | Crow |

The Little Shell Chippewa Tribe is without a reservation or land base and members live in various parts of Montana. Their tribal headquarters is located in Great Falls, Montana.

About 35 percent of Montana's Indian population does not live on reservations. Instead, they reside in the small communities or urban areas of Montana. The individual history and circumstances of Montana's urban Indian people are as diverse as the people themselves.

Most Montana Indian students attend public schools across the state. There are only two tribally controlled K-12 schools in Montana. Each reservation also has its own tribally controlled community college.





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Essential Understandings Regarding Montana Indians

Essential Understanding 2

There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

BACKGROUND

"Background" borrowed liberally from Cleary, Linda Miller and Peacock, Thomas, Collected Wisdom: American Indian Education, Allyn and Bacon (1998).

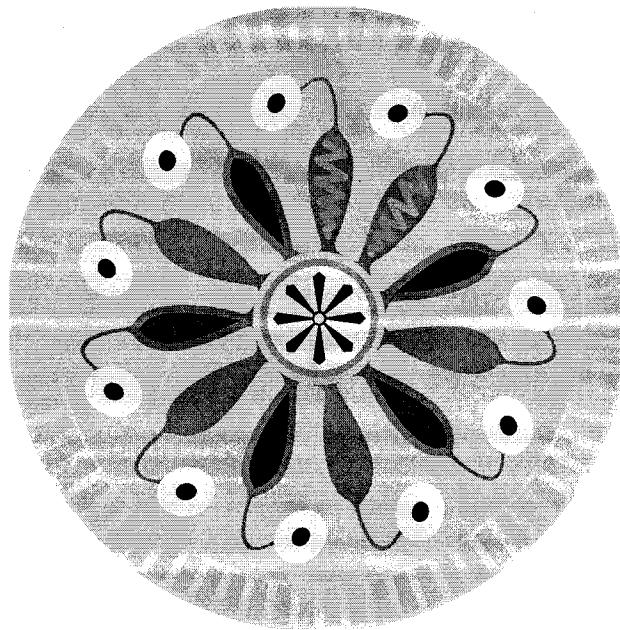
Identity is an issue with which human beings struggle throughout their lifetime. Questions of "Who am I?" and "How do I fit in?" are universal questions of the human condition. Historically, schools have been places for students to explore their identities. However, when the culture of students' homes and communities is not evident in school, finding a way to belong within that system is more difficult and can lead to frustration. Educators need to ensure that each student has an opportunity to feel included in the classroom either through materials or pedagogical practices.

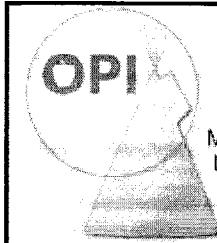
Even larger issues of "Who is an Indian/Tribal Member?" exist among Indian people themselves. The federal, state and tribal governments may all have their own definitions for who is a member. As a general principle, an Indian is a person who is of some degree Indian blood and is recognized as an Indian by a tribe/village and/or the United States. There exists no universally accepted rule for establishing a person's identity as an Indian because the criteria for tribal membership differs from one tribe to the next. To determine a particular tribe's criteria, one must contact that tribe directly. For its own purposes, the Bureau of the Census counts anyone an Indian who declares to be such.

Amidst all of these issues, educators must remember that Indian students come to school with a variety of backgrounds. There are those who show characteristics of tribal ways of being and belief, and those who show themselves to be tribally affiliated yet do not have what some people might regard as American Indian behavior and appearance. They have differences of skin color, dress, and behavior; and there may be deeper and subtler differences of values and of ways of being and learning.

What is important is that all humans be allowed feelings of integrity and pride connected with who they are and with whom they identify in order to help them develop the self-esteem and self-confidence that will enhance their learning.

It should also be noted that there is not a single American Indian learning style, nor is there a group of several styles of learning, that fits all American Indians either as individuals or tribal groups. Teachers should recognize various learning styles, and they should adapt their teaching methods to individual learners. At the same time teachers should build on and expand the individual student's approaches to learning. However, recognizing that teachers must use a variety of teaching methods to meet individual learning styles does not mean that culture doesn't influence learning styles. The differences in the cultures of home and school certainly impact the teaching-learning process. Classrooms need to integrate culture into the curriculum to blur the boundaries between home and school. Schools need to become a part of, rather than separate from, the communities in which they serve.





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Essential Understandings Regarding Montana Indians

Essential Understanding 3

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

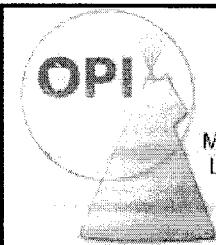
BACKGROUND

Tribal languages, cultures, and traditions are alive and well throughout Indian country. Indigenous languages are still spoken, sacred songs are still sung, and rituals are still performed. It is not important for educators to understand all of the complexities of modern day contemporary American Indian cultures, however, educators should be aware of their existence. They should also understand the ways cultures might influence much of the thinking and practice of American Indians today.

These histories and traditions may be private, to be used and understood only by members of that particular tribe. Educators should be aware of this issue when asking students about their histories, ceremonies, and stories.

Educators should also be consistent with policies surrounding “religious/spiritual activities” and ensure that Native traditions and spirituality are treated with the same respect as other religious traditions and spirituality.

Each tribe has a history, as valid as any other belief, that can be traced to the beginning of time. Many tribal histories place their people in their current traditional lands in Montana. For example, educators should respect these beliefs when teaching about “the history of mankind,” particularly regarding the Bering Strait Theory. Many tribal histories will be told only orally as they have been told and passed down through generations. Some tribes may only tell certain stories during certain times of the year, and this knowledge should be respected in classrooms.



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Essential Understandings Regarding Montana Indians

Essential Understanding 4

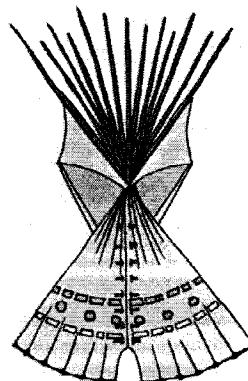
Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

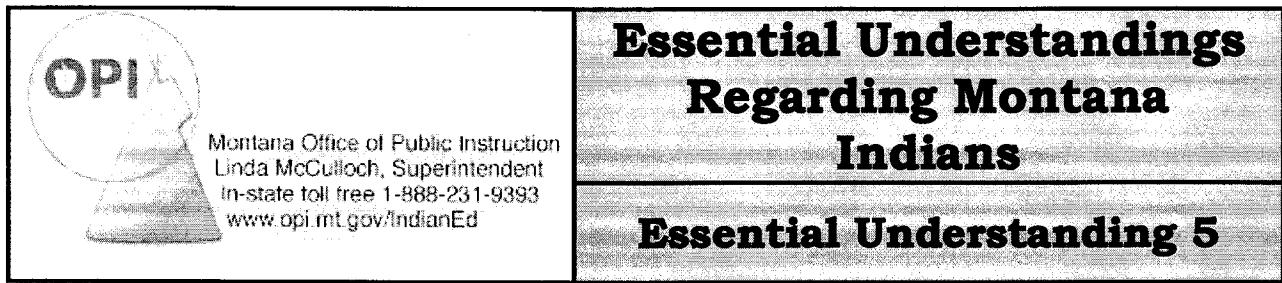
- I. Both parties to treaties were sovereign powers.**
- II. Indian tribes had some form of transferable title to the land.**
- III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.**

BACKGROUND

Indian Nations located in Montana Territory prior to the passage of the Montana Constitution in 1889 held large land bases as negotiated through their treaties with the United States. The treaties assigned tribes to certain areas and obligated them to respect the land of their neighbors. However, in the 1860s, as miners and others rushed into the prime gold fields that often lay along or within the designated tribal lands, tribal life was disrupted. The new inhabitants demanded federal protection. These demands resulted in the garrisoning of Montana and the eventual relocation of the tribes to smaller and smaller reserves.

The federal government and many Montana citizens did not understand the lifestyles of Montana's Indian tribes. Consequently, the tribes were often dealt with from non-Indian expectations and points of view. However, the federal government did understand that these tribal groups were sovereign nations and that they needed to enter into treaty negotiations with the tribes.





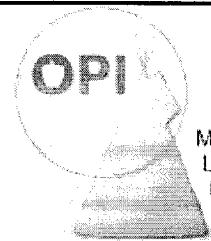
Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods:

| | |
|--|------------------------------|
| <i>Colonization Period</i> | <i>1492 -</i> |
| <i>Treaty Period</i> | <i>1789 - 1871</i> |
| <i>Allotment Period</i> | <i>1887 - 1934</i> |
| <i>Boarding School Period</i> | <i>1879 - - -</i> |
| <i>Tribal Reorganization Period</i> | <i>1934 - 1958</i> |
| <i>Termination Period</i> | <i>1953 - 1988</i> |
| <i>Self-determination</i> | <i>1975 - current</i> |

See the OPI Publication A History and Foundation of American Indian Education Policy at
<http://www.opi.mt.gov/pdf/indianed/Resources/Indpolicyhistory.pdf>

BACKGROUND

Public schools began to operate on Indian reservations in Montana in the early 1900s. Although public schools were originally opened to meet the educational needs of non-Indian children residing on Indian reservations, Indian students began to enroll almost from the beginning. The public schools provided an opportunity for Indian people to receive an education in their local communities. The curriculum and instruction in public schools was, and continues to be, designed to meet the standards of the state education system. However, the curriculum offered limited information on the local Indian culture, history, and traditions of the local tribal groups, and it did not encourage participation from local tribal government officials in its decision-making policies. Now this trend is changing as Indian people become empowered to lead and make decisions about their local schools. Indian people are involved in the system as teachers, administrators, and school board members who are cognizant of the fact that communities and schools must be linked together in order to improve educational outcomes for Indian students.



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Essential Understandings Regarding Montana Indians

Essential Understanding 6

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

BACKGROUND

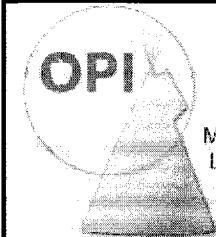
Much of America's history has been told from the Euro-American perspective. Only recently have American Indians begun to write about and retell history from an Indigenous perspective.

Books such as *Lies My Teacher Told Me* by James W. Loewen expose the underlying bias within much of our history curriculum that has excluded certain voices. In examining current curriculum content, it is important to keep the following in mind:

Children's history books use terms such as "westward expansion" and "Manifest Destiny" to describe what would be more accurately called ethnic genocide. These books alternately portray Indians as "noble savages," "faithful Indian guides," or "sneaky savages" who lead "ambushes" and "massacres," while in contrast, cavalrymen fight "brave battles." These books propagandize the "glory and honor" of taking land and oppressing native people for European purposes that are portrayed as holy and valid (Loewen, 1996).

A transformation such as the following would benefit all Americans as we work on building a free and democratic society for all:

A multicultural history curriculum, by focusing on the experiences of men and women of diverse racial, ethnic, and religious groups in United States history, will provide students with a historical context in which to situate and understand the experiences and perspectives of these groups in American society today. ("Ethnographic Studies of Multicultural Education in Classrooms and Schools" by Hugh Mehan, Angela Lintz, Dina Okamoto, and John S. Wills; *Handbook of Research on Multicultural Education*, 1995).



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Essential Understandings Regarding Montana Indians

Essential Understanding 7

Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

BACKGROUND

Mark A. Chavaree, Esq., "Tribal Sovereignty," Wabanaki Legal News, Volume 2, Issue 1, winter 1998:

Before colonization, Indian tribes possessed complete sovereignty. However, given the governmental structure of the United States and the complex history of tribal-federal relations, tribes are now classified as domestic dependent nations. This means tribes have the power to define their own membership; structure and operate their tribal governments; regulate domestic relations; settle disputes; manage their property and resources; raise tax revenues; regulate businesses; and conduct relations with other governments. It also means that the federal government is obligated to protect tribal lands and resources; protect the tribe's right to self-government; and provide social, medical, educational, and economic development services necessary for the survival and advancement of tribes.

A very important but often unappreciated point is that tribal sovereignty does not arise out of the United States government, congressional acts, executive orders, treaties, or any other source outside the tribe. As Felix Cohen puts it, "perhaps the most basic principle of all Indian law... is that those powers which are lawfully vested in an Indian tribe are not, in general, delegated powers granted by expressed acts of Congress, but rather inherent powers of a limited sovereignty, which has never been extinguished." See Native American Rights Fund <http://www.narf.org>.

Sovereignty can be defined as "The supreme power from which all political powers are derived." It is "inherent"--- It cannot be given to one group by another. In government-to-government negotiations, states and Indian nations exercise or use their sovereign powers.

Sovereignty ensures self-government, cultural preservation, and a people's control of their future. Sovereignty affirms the political identity of Indian Nations --- they are not simply a racial or ethnic minority.

INDIAN EDUCATION FOR ALL



1972 - Montana's Constitution - Article X ---Education and Public Lands

Section 1. Educational Goals and Duties:

- (1) *It is the goal of the people to establish a system of education, which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.*
- (2) *The state recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural integrity*

Quality Education Definition Bill – SB 152 (2005 Session)

20-9-309. Basic system of free quality public elementary and secondary schools defined -- identifying educationally relevant factors -- establishment of funding formula and budgetary structure -- legislative review.

(2) As used in this section, a "basic system of free quality public elementary and secondary schools" means:

(c) educational programs to implement the provisions of Article X, section 1(2), of the Montana constitution and Title 20, chapter 1, part 5, through development of curricula designed to integrate the distinct and unique cultural heritage of American Indians into the curricula, with particular emphasis on Montana Indians;

Excerpts - Helena School District v State, 769 P.2d 684 (S.Ct. Montana.1989)

The Montana Supreme Court held that Article X, 1 (2) "establishes a special burden in Montana for the education of American Indian children which must be addressed as a part of the school funding issues."

Excerpts - Supreme Court Decision, March 23, 2005: Issue 4:

35 The District Court concluded that the State has failed to recognize the distinct and unique cultural heritage of American Indians and that it has shown no commitment in its educational goals to the preservation of Indian cultural identity, **as demanded by Article X, Section 1 (2).**

Excerpts - Sherlock Decision – April 2004

MONTANA FIRST JUDICIAL DISTRICT COURT, LEWIS AND CLARK COUNTY (Trial in this matter occurred from January 20 to February 4, 2004.)

174. In *Helena Elementary I*, the Montana Supreme Court addressed this subsection and held that "[T]he provision establishes a special burden in Montana for the education of American Indian children which must be addressed as part of the school funding....Despite this admonition by the supreme court, it would appear that nothing has been done to effectuate subsection (2) of Article X, Section 1 of the Montana Constitution....

177. To have any meaning or effect, the Indian Education for All Act requires resources and programs, which, in turn, require funding. Despite this, the legislature has provided no funding.

178. In reality, the State appears to be defenseless on Plaintiffs' claim that Article X, Section 1(2) of the Montana Constitution has not been implemented by the State despite the constitution's direction to do so.

Indian Education for All Statute (HB 528) – 1999

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

- (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and
- (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
- (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

MONTANA ACCREDITATION STANDARDS – STATUTES (Excerpts)

Policy for Indian Education for All - Accreditation Standards:

10.55.701 Board of Trustees

- (3) Each school district shall have in writing and available to staff and public:
 - (m) a policy that incorporates the distinct and unique cultural heritage of American Indians that is aligned with district educational goals;

10.55.603 Curriculum Development And Assessment

- (4) In all program area standards and content and performance standards, the school district shall:
 - (b) review curriculum to ensure the inclusion of the distinct and unique cultural heritage of the American Indians;
- 10.55.803 Learner Access**
- (2) In developing curricula in all program areas, the board of trustees shall consider ways to:
 - (b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources taking into account the unique needs of American Indian students and other minority groups;

10.55.803 Learner Access

- (2) In developing curricula in all program areas, the board of trustees shall consider ways to:
 - (h) provide books and materials which reflect authentic historical and contemporary portrayals of American Indians;

Program Foundation Standard

Incorporate in all curricular programs the distinct and unique cultural heritage of American Indians and other cultural groups.

Indian Education for All



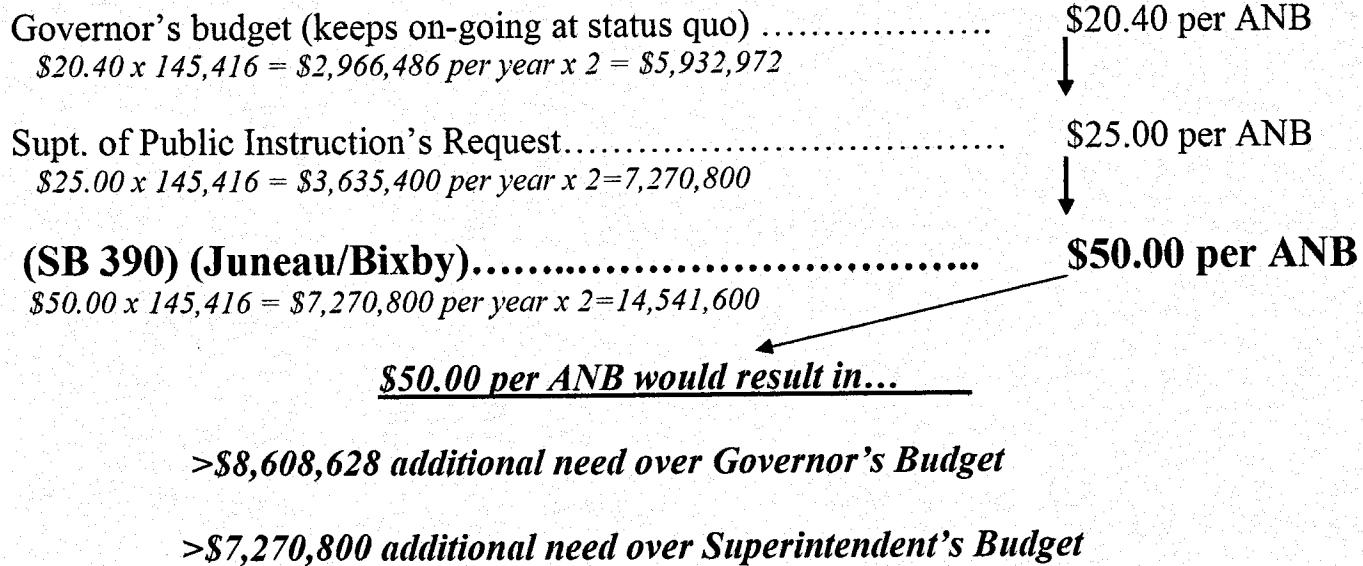
Current Status 2006-07 School Year - IEA funding for Montana Schools (Special Session 2005

Funding:

| | |
|--|--------------------------|
| \$3.0 million in "on-going funding" to schools - | (\$20.40 per ANB) |
| <u>\$7.0 million</u> in "one-time only funding" to schools - | <u>(\$47.61 per ANB)</u> |
| \$10.0 million total | (\$68.01 Total per ANB) |

Additional funding Needed in the 2007 Session

(totals based on 145,416 students)



Let's look at one school:

Fort Benton Elementary...196 students

| | | |
|--|--------------------------|-------------|
| In the Governor's budget | \$20.40 per student ... | \$3,998 |
| In SB 390 | \$50.00 per student | \$9,800 |
| >If a book costs approximately \$40.00 x 196 students..... | | \$ 7,840.00 |
| (This is one book for one curriculum area and there are 10 curriculum areas in our accreditation standards) | | |
| >If teacher training costs an estimate of \$200.00 per teacher 10 teachers x \$200.00 | | \$2,000.00 |
| Total..... | | \$9,840.00 |

So, even at \$50.00 per student this leaves them no money for any activities, library supplies

Prepared by Carol Juneau, Feb. 20, 2007 for Senate Finance and Claims Hearing on SB 390

Impact of Various Indian Education For All Payments on District Revenue, FY 2007

Senator Juneau

| CO | CONAME | LE_NAME | Level | Budgeted ANB Elem | Budgeted ANB HS | FTE for Qualified Educator Payment | Indian Education for All Payment @ \$20.40 | Indian Education for All Payment @ \$25.00 | 01/24/07 | Indian Education for All Payment @ \$50.00 | Indian Education for All Payment @ \$68.01 |
|----|------------|-----------------------|-------|-------------------|-----------------|------------------------------------|--|--|----------|--|--|
| | | | | | | | | | | | |
| 01 | Beaverhead | Grant Elem | EL | 21 | - | 2,000 | 428 | 525 | 1,050 | 1,428 | |
| 01 | Beaverhead | Dillon Elem | EL | 639 | - | 45,313 | 13,036 | 15,975 | 31,950 | 43,458 | |
| 01 | Beaverhead | Beaverhead County HS | HS | - | 424 | 29,000 | 8,650 | 10,600 | 21,200 | 28,836 | |
| 01 | Beaverhead | Wise River Elem | EL | 23 | - | 2,000 | 469 | 575 | 1,150 | 1,564 | |
| 01 | Beaverhead | Lima K-12 Schools | K12 | 65 | 39 | 12,375 | 2,122 | 2,600 | 5,200 | 7,073 | |
| 01 | Beaverhead | Wisdom Elem | EL | 23 | - | 2,000 | 469 | 575 | 1,150 | 1,564 | |
| 01 | Beaverhead | Polaris Elem | EL | 4 | - | 1,000 | 100 | 100 | 1,000 | 1,000 | |
| 01 | Beaverhead | Jackson Elem | EL | 20 | - | 2,000 | 408 | 500 | 1,000 | 1,360 | |
| 01 | Beaverhead | Reichle Elem | EL | 22 | - | 2,000 | 449 | 550 | 1,100 | 1,496 | |
| 02 | Big Horn | Spring Creek Elem | EL | 10 | - | 1,000 | 204 | 250 | 1,000 | 1,000 | |
| 02 | Big Horn | Pryor Elem | EL | 57 | - | 2,000 | 1,163 | 1,425 | 2,850 | 3,877 | |
| 02 | Big Horn | Hardin Elem | EL | 1,133 | - | 114,623 | 23,113 | 28,325 | 56,650 | 77,055 | |
| 02 | Big Horn | Lodge Grass Elem | EL | 280 | - | 28,716 | 5,712 | 7,000 | 14,000 | 19,043 | |
| 02 | Big Horn | Wyola Elem | EL | 67 | - | 14,921 | 1,367 | 1,675 | 3,350 | 4,557 | |
| 03 | Blaine | Chinook Elem | EL | 242 | - | 21,259 | 4,937 | 6,050 | 12,100 | 16,458 | |
| 03 | Blaine | Chinook HS | HS | - | 136 | 11,724 | 2,774 | 3,400 | 6,800 | 9,249 | |
| 03 | Blaine | Harlem Elem | EL | 399 | - | 43,877 | 8,140 | 9,975 | 19,950 | 27,136 | |
| 03 | Blaine | Harlem HS | HS | - | 197 | 21,426 | 4,019 | 4,925 | 9,850 | 13,398 | |
| 03 | Blaine | Cleveland Elem | EL | 6 | - | 1,011 | 122 | 150 | 1,000 | 1,000 | |
| 03 | Blaine | Zurich Elem | EL | 48 | - | 5,020 | 979 | 1,200 | 2,400 | 3,264 | |
| 03 | Blaine | Turner Elem | EL | 58 | - | 6,404 | 1,183 | 1,450 | 2,900 | 3,945 | |
| 03 | Blaine | Turner HS | HS | - | 36 | 5,697 | 734 | 900 | 1,800 | 2,448 | |
| 03 | Blaine | Bear Paw Elem | EL | 8 | - | 1,019 | 163 | 200 | 1,000 | 1,000 | |
| 04 | Broadwater | Townsend K-12 Schools | K12 | 477 | 235 | 58,948 | 14,525 | 17,800 | 35,600 | 48,423 | |
| 05 | Carbon | Red Lodge Elem | EL | 333 | - | 31,180 | 6,793 | 8,325 | 16,650 | 22,647 | |
| 05 | Carbon | Red Lodge HS | HS | - | 189 | 16,795 | 3,856 | 4,725 | 9,450 | 12,854 | |
| 05 | Carbon | Brider K-12 Schools | K12 | 107 | 70 | 21,302 | 3,611 | 4,425 | 8,850 | 12,038 | |
| 05 | Carbon | Joliet Elem | EL | 256 | - | 24,144 | 5,222 | 6,400 | 12,800 | 17,411 | |
| 05 | Carbon | Joliet HS | HS | - | 126 | 11,437 | 2,570 | 3,150 | 6,300 | 8,569 | |
| 05 | Carbon | Roberts K-12 Schools | K12 | 88 | 67 | 16,299 | 3,162 | 3,875 | 7,750 | 10,542 | |
| 05 | Carbon | Boyd Elem | EL | 9 | - | 1,000 | 184 | 225 | 1,000 | 1,000 | |
| 05 | Carbon | Fromberg Elem | EL | 121 | - | 11,500 | 2,468 | 3,025 | 6,050 | 8,229 | |

| | | | | | | |
|----|------------|-----------------------|-------|-------|---------|---------|
| 05 | Carbon | HS | 52 | 8,500 | 1,300 | 2,600 |
| 05 | Carbon | Edgar Elem | 13 | - | 1,000 | 265 |
| 05 | Carbon | Belfry K-12 Schools | 53 | 47 | 16,001 | 325 |
| 06 | Carter | Hawks Home Elem | 13 | - | 2,038 | 2,040 |
| 06 | Carter | Ekalaka Elem | 89 | - | 11,017 | 265 |
| 06 | Carter | Alzada Elem | EL | - | 1,000 | 2,500 |
| 06 | Carter | Carter County H S | HS | - | - | 325 |
| 07 | Cascade | Great Falls Elem | 7,114 | - | 537,712 | 145,126 |
| 07 | Cascade | Great Falls H S | HS | - | 262,096 | 177,850 |
| 07 | Cascade | Cascade Elem | EL | - | 21,451 | 74,827 |
| 07 | Cascade | Cascade H S | HS | - | 13,692 | 5,080 |
| 07 | Cascade | Centerville Elem | EL | 191 | - | 3,019 |
| 07 | Cascade | Centerville H S | HS | - | 18,303 | 3,700 |
| 07 | Cascade | Belt Elem | EL | 206 | - | 4,202 |
| 07 | Cascade | Belt H S | HS | - | 111 | 4,202 |
| 07 | Cascade | Simms H S | HS | - | 9,450 | 2,264 |
| 07 | Cascade | Vaughn Elem | EL | 97 | - | 15,034 |
| 07 | Cascade | Ulm Elem | EL | 96 | - | 12,003 |
| 08 | Chouteau | Fort Benton Elem | EL | 196 | - | 10,892 |
| 08 | Chouteau | Fort Benton H S | HS | - | 18,074 | 3,998 |
| 08 | Chouteau | Big Sandy Elem | EL | 138 | - | 12,735 |
| 08 | Chouteau | Big Sandy H S | HS | - | 12,277 | 2,020 |
| 08 | Chouteau | Warrick Elem | EL | 99 | - | 8,008 |
| 08 | Chouteau | Highwood Elem | EL | 5 | - | 1,022 |
| 08 | Chouteau | Highwood H S | HS | 70 | - | 9,004 |
| 08 | Chouteau | Geraldine Elem | EL | 48 | - | 7,166 |
| 08 | Chouteau | Geraldine H S | HS | - | - | 979 |
| 08 | Chouteau | Knees Elem | EL | 67 | - | 7,938 |
| 08 | Chouteau | Benton Lake Elem | EL | 15 | - | 1,367 |
| 08 | Chouteau | Miles City Elem | EL | 7 | - | 1,022 |
| 09 | Custer | Kircher Elem | EL | 1,060 | - | 91,257 |
| 09 | Custer | Trail Creek Elem | EL | 57 | - | 4,000 |
| 09 | Custer | Spring Creek Elem | EL | 4 | - | 1,000 |
| 09 | Custer | Cottonwood Elem | EL | 6 | - | 1,000 |
| 09 | Custer | Kinsey Elem | EL | 7 | - | 1,000 |
| 09 | Custer | S Y Elem | EL | 68 | - | 5,000 |
| 09 | Custer | Custer County H S | HS | - | - | 1,000 |
| 10 | Daniels | Scobey K-12 Schools | K12 | 164 | 98 | 45,436 |
| 10 | Daniels | Peerless K-12 Schools | K12 | 20 | 15 | 31,304 |
| 11 | Dawson | Glendive Elem | EL | 771 | - | 64,350 |
| 11 | Dawson | Dawson H S | HS | - | - | 35,034 |
| 11 | Dawson | Bloomfield Elem | EL | 13 | - | 2,000 |
| 11 | Dawson | Lindsay Elem | EL | 11 | - | 2,000 |
| 11 | Dawson | Richey Elem | EL | 49 | - | 7,087 |
| 11 | Dawson | Richey H S | HS | - | - | 1,000 |
| 12 | Deer Lodge | Anaconda Elem | EL | 839 | 34 | 5,956 |

| | | | | | | | | | |
|----|------------|--------------------------|-----|-------|--------|---------|--------|--------|--------|
| 12 | Deer Lodge | Anaconda H S | HS | 498 | 35,074 | 10,159 | 12,450 | 24,900 | 33,869 |
| 13 | Fallon | Baker K-12 Schools | K12 | 239 | 161 | 41,236 | 8,160 | 20,000 | 27,204 |
| 13 | Fallon | Plevna K-12 Schools | K12 | 49 | 35 | 15,826 | 1,714 | 2,100 | 5,713 |
| 14 | Fergus | Lewistown Elem | EL | 912 | - | 64,712 | 18,605 | 22,800 | 45,600 |
| 14 | Fergus | Fergus H S | HS | 470 | - | 33,657 | 9,588 | 23,500 | 31,965 |
| 14 | Fergus | Deerfield Elem | EL | 5 | - | 1,000 | 102 | 125 | 62,025 |
| 14 | Fergus | Grass Range Elem | EL | 42 | - | 5,704 | 857 | 1,050 | 1,000 |
| 14 | Fergus | Grass Range H S | HS | 45 | - | 5,400 | 918 | 1,125 | 2,250 |
| 14 | Fergus | King Colony Elem | EL | 14 | - | 1,000 | 286 | 350 | 3,060 |
| 14 | Fergus | Moore Elem | EL | 56 | - | 7,700 | 1,142 | 1,400 | 1,000 |
| 14 | Fergus | Moore H S | HS | 37 | - | 6,475 | 755 | 925 | 2,856 |
| 14 | Fergus | Roy K-12 Schools | K12 | 47 | 29 | 10,297 | 1,550 | 1,900 | 1,000 |
| 14 | Fergus | Denton Elem | EL | 80 | - | 9,896 | 1,632 | 2,000 | 2,800 |
| 14 | Fergus | Denton H S | HS | - | 56 | 7,949 | 1,142 | 1,400 | 3,809 |
| 14 | Fergus | Spring Creek Colony Elem | EL | 11 | - | 1,000 | 224 | 275 | 2,516 |
| 14 | Fergus | Winifred K-12 Schools | K12 | 55 | 48 | 12,950 | 2,101 | 2,575 | 3,800 |
| 14 | Fergus | Deer Park Elem | EL | 115 | - | 9,835 | 2,346 | 2,875 | 5,169 |
| 14 | Fergus | Fair-Mont-Egan Elem | EL | 142 | - | 11,792 | 2,897 | 3,550 | 4,000 |
| 14 | Fergus | Swan River Elem | EL | 170 | - | 14,103 | 3,468 | 4,250 | 5,441 |
| 14 | Flathead | Kalispell Elem | EL | 2,458 | - | 173,973 | 50,143 | 61,450 | 1,000 |
| 15 | Flathead | Flathead H S | HS | 2,539 | - | 165,959 | 51,796 | 63,475 | 2,000 |
| 15 | Flathead | Columbia Falls Elem | EL | 1,618 | - | 118,958 | 33,007 | 40,450 | 1,000 |
| 15 | Flathead | Columbia Falls H S | HS | 877 | - | 60,337 | 17,891 | 21,925 | 1,000 |
| 15 | Flathead | Creston Elem | EL | 69 | - | 5,917 | 1,408 | 1,725 | 1,000 |
| 15 | Flathead | Cayuse Prairie Elem | EL | 172 | - | 15,431 | 3,509 | 4,300 | 1,000 |
| 15 | Flathead | Helena Flats Elem | EL | 204 | - | 14,247 | 4,162 | 5,100 | 1,000 |
| 15 | Flathead | Kila Elem | EL | 140 | - | 14,252 | 2,856 | 3,500 | 1,000 |
| 15 | Flathead | Smith Valley Elem | EL | 174 | - | 15,982 | 3,550 | 4,350 | 1,000 |
| 15 | Flathead | Pleasant Valley Elem | EL | 6 | - | 1,000 | 122 | 150 | 1,000 |
| 15 | Flathead | Somers Elem | EL | 529 | - | 45,266 | 10,792 | 13,225 | 1,000 |
| 15 | Flathead | Bigfork Elem | EL | 489 | - | 40,963 | 9,976 | 12,225 | 1,000 |
| 15 | Flathead | Bigfork H S | HS | - | 386 | 29,600 | 7,874 | 9,650 | 1,000 |
| 15 | Flathead | Whitefish Elem | EL | 1,184 | - | 88,129 | 24,154 | 29,600 | 1,000 |
| 15 | Flathead | Whitefish H S | HS | - | 747 | 54,635 | 15,239 | 18,675 | 1,000 |
| 15 | Flathead | Evergreen Elem | EL | 756 | - | 51,521 | 15,422 | 18,900 | 1,000 |
| 15 | Flathead | Marion Elem | EL | 110 | - | 13,050 | 2,244 | 2,750 | 1,000 |
| 15 | Flathead | Oney-Bissell Elem | EL | 74 | - | 8,452 | 1,510 | 1,850 | 1,000 |
| 16 | Gallatin | Manhattan Elem | EL | 355 | - | 29,528 | 7,242 | 8,875 | 1,000 |
| 16 | Gallatin | Manhattan H S | HS | - | 218 | 19,033 | 4,447 | 5,450 | 1,000 |
| 16 | Gallatin | Bozeman Elem | EL | 3,260 | - | 242,427 | 66,504 | 81,500 | 1,000 |
| 16 | Gallatin | Bozeman H S | HS | - | 2,022 | 146,977 | 41,249 | 50,550 | 1,000 |
| 16 | Gallatin | Willow Creek Elem | EL | 35 | - | 6,217 | 714 | 875 | 1,000 |
| 16 | Gallatin | Willow Creek H S | HS | - | 25 | 5,408 | 510 | 625 | 1,000 |
| 16 | Gallatin | Springhill Elem | EL | 12 | - | 1,000 | 245 | 300 | 1,000 |
| 16 | Gallatin | Cottonwood Elem | EL | 16 | - | 2,000 | 326 | 400 | 1,000 |
| 16 | Gallatin | Three Forks Elem | EL | 389 | - | 27,203 | 7,936 | 9,725 | 1,000 |
| 16 | Gallatin | Three Forks H S | HS | - | 195 | 15,020 | 3,978 | 4,875 | 1,000 |

| | | | | | | |
|----|---------------|--------------------------|-----|-------|---------|---------|
| 16 | Gallatin | Pass Creek Elem | - | 1.500 | 347 | 425 |
| 16 | Gallatin | Monforton Elem | EL | 177 | - | 13.721 |
| 16 | Gallatin | Gallatin Gateway Elem | EL | 133 | - | 12.198 |
| 16 | Gallatin | Anderson Elem | EL | 192 | - | 17.327 |
| 16 | Gallatin | LaMotte Elem | EL | 58 | - | 6.800 |
| 16 | Gallatin | Belgrade Elem | EL | 1,930 | - | 126.703 |
| 16 | Gallatin | Belgrade H S | HS | - | 52,421 | 16,667 |
| 16 | Gallatin | Malmborg Elem | EL | 19 | - | 2,000 |
| 16 | Gallatin | West Yellowstone K-12 | K12 | 153 | 69 | 21.785 |
| 16 | Gallatin | Ophir Elem | EL | 135 | - | 11.728 |
| 16 | Gallatin | Amsterdam Elem | EL | 70 | - | 6,650 |
| 16 | Gallatin | Jordan Elem | EL | 89 | - | 9,749 |
| 17 | Garfield | Garfield County H S | HS | 73 | - | 8,463 |
| 17 | Garfield | Big Dry Creek Elem | EL | 7 | - | 1,000 |
| 17 | Garfield | Van Norman Elem | EL | 5 | - | 1,000 |
| 17 | Garfield | Pine Grove Elem | EL | 9 | - | 1,000 |
| 17 | Garfield | Kester Elem | EL | 2 | - | 1,000 |
| 17 | Garfield | Cohagen Elem | EL | 10 | - | 1,000 |
| 17 | Garfield | Sand Springs Elem | EL | 6 | - | 1,000 |
| 17 | Garfield | Ross Elem | EL | 8 | - | 1,000 |
| 18 | Glacier | Browning Elem | HS | - | 141,865 | 25,765 |
| 18 | Glacier | Browning H S | EL | - | 57,310 | 12,832 |
| 18 | Glacier | Cut Bank Elem | EL | 551 | - | 48,863 |
| 18 | Glacier | Cut Bank H S | HS | - | 305 | 25,929 |
| 18 | Glacier | East Glacier Park Elem | EL | 35 | - | 5,000 |
| 19 | Golden Valley | Ryegate K-12 Schools | K12 | 76 | 33 | 14,062 |
| 19 | Golden Valley | Lavina K-12 Schools | K12 | 49 | 36 | 15,000 |
| 20 | Granite | Philipsburg K-12 Schools | K12 | 129 | 73 | 21,250 |
| 20 | Granite | Hall Elem | EL | 29 | - | 2,000 |
| 20 | Granite | Drummond Elem | EL | 126 | - | 12,475 |
| 20 | Granite | Drummond H S | HS | - | 104 | 10,350 |
| 21 | Hill | Davey Elem | EL | 15 | - | 2,000 |
| 21 | Hill | Box Elder Elem | EL | 270 | - | 28,617 |
| 21 | Hill | Box Elder H S | HS | - | 108 | 13,406 |
| 21 | Hill | Havre Elem | EL | 22 | - | 4,000 |
| 21 | Hill | Cottonwood Elem | EL | 22 | - | 4,000 |
| 22 | Jefferson | Clancy Elem | EL | 293 | - | 24,016 |
| 22 | Jefferson | Whitehall Elem | EL | 308 | - | 25,593 |
| 22 | Jefferson | Whitehall H S | HS | - | 224 | 18,791 |
| 22 | Jefferson | Basin Elem | EL | 20 | - | 2,011 |
| 22 | Jefferson | Boulder Elem | EL | 197 | - | 16,653 |
| 22 | Jefferson | Jefferson H S | HS | - | 271 | 22,922 |
| 22 | Jefferson | Cardwell Elem | EL | 42 | - | 5,875 |
| 22 | Jefferson | Montana City Elem | EL | 389 | - | 29,328 |
| 22 | Jefferson | Stanford K-12 Schools | K12 | 76 | 57 | 17,413 |
| 23 | Judith Basin | Hobson K-12 Schools | K12 | 101 | 53 | 18,350 |
| 23 | Judith Basin | Judith Basin | - | 3,142 | 3,850 | 7,700 |

| | | | | | | |
|----|---------------|---------------------------|-----|--------|---------|---------|
| 23 | Judith Basin | Raynesford Elem | - | 1,000 | - | 1,000 |
| 23 | Judith Basin | Geyser Elem | EL | 9,602 | 1,825 | 3,650 |
| 23 | Judith Basin | Geyser H S | HS | 6,486 | 1,150 | 4,965 |
| 24 | Lake | Ailee Elem | EL | 34,296 | 6,263 | 2,300 |
| 24 | Lake | Ailee H S | HS | 136 | 14,728 | 7,675 |
| 24 | Lake | Polson Elem | EL | - | 2,774 | 15,350 |
| 24 | Lake | Polson H S | HS | - | 87,657 | 22,358 |
| 24 | Lake | St Ignatius K-12 Schools | K12 | 564 | 40,902 | 11,506 |
| 24 | Lake | Valley View Elem | EL | 22 | 2,081 | 14,100 |
| 24 | Lake | Swan Lake-Salmon Elem | EL | 7 | 1,000 | 28,200 |
| 24 | Lake | Helena Elem | EL | 341 | 47,130 | 10,649 |
| 25 | Lewis & Clark | Helena H S | HS | - | 143 | 13,050 |
| 25 | Lewis & Clark | Helena H S | HS | 4,899 | 99,940 | 26,100 |
| 25 | Lewis & Clark | Trinity Elem | EL | 3,134 | 222,655 | 13,050 |
| 25 | Lewis & Clark | East Helena Elem | EL | 13 | 1,040 | 27,400 |
| 25 | Lewis & Clark | Wolf Creek Elem | EL | 1,054 | 79,100 | 54,800 |
| 25 | Lewis & Clark | Craig Elem | EL | 13 | 1,342 | 74,539 |
| 25 | Lewis & Clark | Lewis & Clark | EL | - | 2,200 | 38,358 |
| 25 | Lewis & Clark | Auchard Creek Elem | EL | - | 7,809 | 35,501 |
| 25 | Lewis & Clark | Augusta Elem | EL | 60 | 44 | 1,000 |
| 25 | Lewis & Clark | Augusta H S | HS | - | 7,815 | 1,000 |
| 26 | Liberty | Whittlash Elem | EL | - | 1,000 | 1,000 |
| 27 | Lincoln | Troy Elem | EL | 298 | 28,165 | 1,000 |
| 27 | Lincoln | Troy H S | HS | 194 | 18,391 | 1,000 |
| 27 | Lincoln | Libby K-12 Schools | K12 | 867 | 115,960 | 1,000 |
| 27 | Lincoln | Eureka Elem | EL | 490 | 38,998 | 1,000 |
| 27 | Lincoln | Lincoln County H S | HS | - | 9,996 | 1,000 |
| 27 | Lincoln | Fortine Elem | EL | 48 | 26,594 | 1,000 |
| 27 | Lincoln | McCormick Elem | EL | 19 | 5,219 | 1,000 |
| 27 | Lincoln | Sylvanite Elem | EL | 6 | 1,000 | 1,000 |
| 27 | Lincoln | Yaak Elem | EL | 8 | 1,000 | 1,000 |
| 27 | Lincoln | Trego Elem | EL | 51 | 4,500 | 1,000 |
| 28 | Madison | Alder Elem | EL | 21 | 4,500 | 1,000 |
| 28 | Madison | Sheridan Elem | EL | 137 | 13,379 | 1,000 |
| 28 | Madison | Sheridan H S | HS | - | 11,356 | 1,000 |
| 28 | Madison | Twin Bridges K-12 Schools | K12 | 82 | 2,795 | 1,000 |
| 28 | Madison | Harrison K-12 Schools | K12 | 165 | 86 | 1,000 |
| 28 | Madison | Ennis K-12 Schools | K12 | 69 | 52 | 1,000 |
| 29 | McCone | Circle Elem | EL | 224 | 132 | 1,000 |
| 29 | McCone | Circle H S | HS | 168 | 15,330 | 1,000 |
| 29 | McCone | Vida Elem | EL | 19 | 8,670 | 1,000 |
| 30 | Meagher | Lennep Elem | EL | 4 | 2,500 | 1,000 |
| 30 | Meagher | White Sulphur Spgs Elem | EL | 199 | 1,021 | 1,000 |
| 30 | Meagher | White Sulphur Spgs H S | HS | - | 17,753 | 1,000 |
| 31 | Mineral | Alberton K-12 Schools | K12 | 115 | 8,670 | 1,000 |
| 31 | Mineral | Superior K-12 Schools | K12 | 252 | 139 | 1,000 |
| 31 | Mineral | St Regis K-12 Schools | K12 | 105 | 69 | 1,000 |
| 32 | Missoula | Missoula Elem | EL | 4,848 | 365,633 | 1,000 |
| | | | | | | 329,712 |

| | | | | | | | |
|----|----------|--------------------------|-----|---------|--------|---------|---------|
| 32 | Missoula | Missoula H S | - | 291.772 | 82,436 | 101,025 | 274,828 |
| 32 | Missoula | Helgate Elem | - | 83.067 | 24,398 | 29,900 | 59,800 |
| 32 | Missoula | Lolo Elem | - | 41.636 | 11,710 | 14,350 | 81,340 |
| 32 | Missoula | Potomac Elem | - | 11.081 | 2,122 | 2,600 | 28,700 |
| 32 | Missoula | Bonner Elem | - | 29.680 | 7,670 | 9,400 | 39,038 |
| 32 | Missoula | Woodman Elem | - | 4.239 | 673 | 825 | 5,200 |
| 32 | Missoula | DeSmet Elem | - | 15.309 | 3,060 | 3,750 | 7,073 |
| 32 | Missoula | Target Range Elem | - | 28.972 | 8,099 | 9,925 | 18,800 |
| 32 | Missoula | Sunset Elem | - | 2.069 | 326 | 400 | 25,572 |
| 32 | Missoula | Clinton Elem | - | 18.183 | 3,754 | 4,600 | 1,650 |
| 32 | Missoula | Swan Valley Elem | - | 4.533 | 816 | 1,000 | 1,650 |
| 32 | Missoula | Seeley Lake Elem | - | 15.289 | 3,998 | 4,900 | 1,000 |
| 32 | Missoula | Frenchtown K-12 Schools | K12 | 94.106 | 25,357 | 31,075 | 1,088 |
| 32 | Missoula | Roundup Elem | - | 32.728 | 8,017 | 9,825 | 1,650 |
| 32 | Missoula | Roundup H S | - | 184 | 17.930 | 3,754 | 7,500 |
| 32 | Missoula | Melstone Elem | - | 22 | 5,062 | 4,600 | 1,000 |
| 32 | Missoula | Melstone H S | - | 898 | 72.153 | 18,319 | 2,000 |
| 32 | Missoula | Livingston Elem | - | 584 | 45.924 | 11,914 | 9,800 |
| 32 | Missoula | Park H S | - | 153 | 14.188 | 3,121 | 1,125 |
| 32 | Missoula | Gardiner Elem | - | 3 | 1,000 | 100 | 1,000 |
| 32 | Missoula | Cooke City Elem | - | 28 | 4,030 | 571 | 1,000 |
| 32 | Missoula | Pine Creek Elem | - | 4 | 1,015 | 100 | 1,000 |
| 32 | Missoula | Springdale Elem | - | 66 | 12.166 | 2,060 | 1,000 |
| 32 | Missoula | Winnett K-12 Schools | K12 | 56 | 8.121 | 1,142 | 1,400 |
| 32 | Phillips | Dodson Elem | - | 31 | 5.743 | 632 | 775 |
| 32 | Phillips | Dodson H S | - | - | 1,000 | 100 | 1,000 |
| 32 | Phillips | Landusky Elem | - | - | - | - | 1,000 |
| 32 | Phillips | Saco H S | - | 34 | 7.108 | 694 | 850 |
| 32 | Phillips | Malta K-12 Schools | K12 | 394 | 210 | 55,344 | 12,322 |
| 32 | Phillips | Whitewater K-12 Schools | K12 | 42 | 36 | 13,647 | 1,591 |
| 32 | Pondera | Dupuyer Elem | - | 18 | 1,500 | 367 | 450 |
| 37 | Pondera | Conrad Elem | - | 409 | - | 31,494 | 8,344 |
| 37 | Pondera | Conrad H S | - | - | - | 19,506 | 4,753 |
| 37 | Pondera | Valier Elem | - | 131 | - | 12,875 | 2,672 |
| 37 | Pondera | Valier H S | - | 81 | - | 7,875 | 1,652 |
| 37 | Pondera | Miami Elem | - | 14 | - | 1,000 | 286 |
| 38 | Pondera | Biddle Elem | - | 9 | - | 1,000 | 184 |
| 38 | Pondera | Broadus Elem | - | 213 | - | 18,192 | 4,345 |
| 38 | Pondera | Powder River Co Dist H S | - | 144 | - | 14,294 | 2,938 |
| 38 | Pondera | South Stacey Elem | - | 9 | - | 1,133 | 184 |
| 38 | Pondera | Deer Lodge Elem | - | 495 | - | 44,050 | 10,098 |
| 38 | Pondera | Powell County H S | - | 313 | - | 26,036 | 6,385 |
| 39 | Powell | Ovando Elem | - | 19 | - | 2,050 | 388 |
| 39 | Powell | Helmsville Elem | - | 35 | - | 3,050 | 714 |
| 39 | Powell | Garrison Elem | - | 16 | - | 2,930 | 326 |
| 39 | Powell | Elliston Elem | - | 42 | - | 4,050 | 857 |
| 39 | Powell | Avon Elem | - | 50 | - | 4,050 | 1,020 |

| | | | | | | | | |
|----|-----------|-----------------------------|-----|-------|-------|---------|--------|--------|
| 39 | Powell | Gold Creek Elem | EL | 5 | 1,050 | 102 | 125 | 1,000 |
| 40 | Prairie | Terry K-12 Schools | K12 | 99 | 64 | 3,325 | 4,075 | 8,150 |
| 41 | Ravalli | Convallis K-12 Schools | K12 | 909 | 492 | 111,456 | 28,580 | 70,050 |
| 41 | Ravalli | Stevensville Elem | EL | 603 | - | 45,953 | 12,301 | 15,075 |
| 41 | Ravalli | Stevensville H S | HS | - | 467 | 37,704 | 9,527 | 11,675 |
| 41 | Ravalli | Hamilton K-12 Schools | K12 | 1,007 | 594 | 113,384 | 32,660 | 40,025 |
| 41 | Ravalli | Victor K-12 Schools | K12 | 217 | 123 | 28,868 | 6,936 | 8,500 |
| 41 | Ravalli | Darby K-12 Schools | K12 | 321 | 201 | 41,885 | 10,649 | 13,050 |
| 41 | Ravalli | Lone Rock Elem | EL | 295 | - | 23,571 | 6,018 | 7,375 |
| 41 | Ravalli | Florence-Carlton K-12 Schls | K12 | 628 | 304 | 70,489 | 19,013 | 23,300 |
| 42 | Richland | Sidney Elem | EL | 739 | - | 56,577 | 15,076 | 17,000 |
| 42 | Richland | Sidney H S | HS | - | 459 | 37,186 | 9,364 | 11,475 |
| 42 | Richland | Savage Elem | EL | 74 | - | 56 | 5,097 | 1,510 |
| 42 | Richland | Savage H S | HS | - | - | - | 1,142 | 1,850 |
| 42 | Richland | Bronson Elem | EL | 13 | - | 1,000 | 265 | 1,400 |
| 42 | Richland | Fairview Elem | EL | 146 | - | 14,490 | 2,978 | 3,650 |
| 42 | Richland | Fairview H S | HS | - | 105 | 11,502 | 2,142 | 2,625 |
| 42 | Richland | Rau Elem | EL | 77 | - | 6,000 | 1,571 | 1,925 |
| 42 | Richland | Lambert Elem | EL | 55 | - | 8,521 | 1,122 | 1,375 |
| 42 | Richland | Lambert H S | HS | - | 38 | 7,227 | 775 | 950 |
| 43 | Roosevelt | Frontier Elem | EL | 146 | - | 12,102 | 2,978 | 3,650 |
| 43 | Roosevelt | Poplar Elem | EL | 634 | - | 76,420 | 12,934 | 15,850 |
| 43 | Roosevelt | Poplar H S | HS | - | 240 | 27,227 | 4,896 | 6,000 |
| 43 | Roosevelt | Culbertson Elem | EL | 168 | - | 14,756 | 3,427 | 4,200 |
| 43 | Roosevelt | Culbertson H S | HS | - | 92 | 10,170 | 1,877 | 2,300 |
| 43 | Roosevelt | Wolf Point Elem | EL | 594 | - | 71,733 | 12,118 | 14,850 |
| 43 | Roosevelt | Wolf Point H S | HS | - | 281 | 26,533 | 5,732 | 7,025 |
| 43 | Roosevelt | Brockton Elem | EL | 103 | - | 16,375 | 2,101 | 2,575 |
| 43 | Roosevelt | Brockton H S | HS | - | 65 | 8,250 | 1,326 | 1,625 |
| 43 | Roosevelt | Bainville K-12 Schools | K12 | 49 | 32 | 15,768 | 1,652 | 2,025 |
| 43 | Roosevelt | Froid Elem | EL | 50 | - | 9,399 | 1,020 | 1,250 |
| 43 | Roosevelt | Froid H S | HS | - | 22 | 5,726 | 449 | 550 |
| 44 | Rosebud | Birney Elem | EL | 8 | - | 1,000 | 163 | 200 |
| 44 | Rosebud | Forsyth Elem | EL | 282 | - | 23,600 | 5,753 | 7,050 |
| 44 | Rosebud | Forsyth H S | HS | - | 144 | 13,825 | 2,938 | 3,600 |
| 44 | Rosebud | Lame Deer Elem | EL | 345 | - | 45,102 | 7,038 | 8,625 |
| 44 | Rosebud | Rosebud Elem | EL | 69 | - | 8,390 | 1,408 | 1,725 |
| 44 | Rosebud | Rosebud H S | HS | - | 33 | 6,352 | 673 | 825 |
| 44 | Rosebud | Colstrip Elem | EL | 448 | - | 47,695 | 9,139 | 11,200 |
| 44 | Rosebud | Colstrip H S | HS | - | 263 | 26,724 | 5,365 | 6,575 |
| 44 | Rosebud | Ashland Elem | EL | 67 | - | 12,962 | 1,367 | 1,675 |
| 45 | Sanders | Plains Elem | EL | 313 | - | 23,535 | 6,385 | 7,825 |
| 45 | Sanders | Plains H S | HS | - | 189 | 15,970 | 3,856 | 4,725 |
| 45 | Sanders | Thompson Falls Elem | EL | 329 | - | 28,385 | 6,712 | 8,225 |
| 45 | Sanders | Thompson Falls H S | HS | - | 281 | 19,765 | 5,732 | 7,025 |
| 45 | Sanders | Trout Creek Elem | EL | 75 | - | 8,006 | 1,530 | 1,875 |
| 45 | Sanders | Paradise Elem | EL | 36 | - | 5,600 | 734 | 900 |

| | | | | | |
|----|-----------------|----------------------------|-----|---------|---------|
| 45 | Sanders | Dixon Elem | 59 | 1,204 | 4,013 |
| 45 | Sanders | Noxon Elem | 113 | 8,030 | 2,950 |
| 45 | Sanders | Noxon H S | - | 10,482 | 2,825 |
| 45 | Sanders | Camas Prairie Elem | 115 | 12,332 | 2,305 |
| 45 | Sanders | Hot Springs Elem | - | 1,000 | 2,346 |
| 45 | Sanders | Hot Springs H S | 156 | - | 2,875 |
| 46 | Sheridan | Westby K-12 Schools | K12 | 71 | 5,650 |
| 46 | Sheridan | Medicine Lake K-12 Schools | K12 | 15 | 5,750 |
| 46 | Sheridan | Plentywood K-12 Schools | K12 | 42 | 1,000 |
| 47 | Silver Bow | Butte Elem | 256 | 34,553 | 275 |
| 47 | Silver Bow | Ramsay Elem | 161 | 8,384 | 3,900 |
| 47 | Silver Bow | Divide Elem | 130 | 234,198 | 1,448 |
| 47 | Silver Bow | Melrose Elem | - | 64,484 | 1,775 |
| 48 | Stillwater | Park City Elem | - | 2,000 | 1,081 |
| 48 | Stillwater | Park City H S | 240 | 13,502 | 1,325 |
| 48 | Stillwater | Columbus Elem | 15 | 2,652 | 2,366 |
| 48 | Stillwater | Columbus H S | - | 2,000 | 2,900 |
| 48 | Stillwater | Reed Point Elem | 60 | 306 | 5,800 |
| 48 | Stillwater | Reed Point H S | - | 4,896 | 7,889 |
| 48 | Stillwater | Molt Elem | 39 | 6,000 | 2,020 |
| 48 | Stillwater | Fishtail Elem | 244 | 17,242 | 12,000 |
| 48 | Stillwater | Nye Elem | 13 | 8,541 | 16,322 |
| 48 | Stillwater | Rapelje Elem | - | 2,060 | 5,050 |
| 48 | Stillwater | Rapelje H S | 101 | 265 | 6,500 |
| 48 | Stillwater | Absarokee Elem | - | 31,375 | 8,841 |
| 48 | Stillwater | Absarokee H S | 439 | 8,956 | 10,275 |
| 48 | Stillwater | Big Timber Elem | - | 4,978 | 20,550 |
| 49 | Sweet Grass | Melville Elem | 10 | 6,137 | 27,952 |
| 49 | Sweet Grass | Greycliff Elem | 18 | 1,224 | 158,050 |
| 49 | Sweet Grass | McLeod Elem | - | 4,896 | 214,980 |
| 49 | Sweet Grass | Sweet Grass County H S | - | 6,000 | 214,980 |
| 50 | Teton | Choteau Elem | 110 | 2,064 | 6,500 |
| 50 | Teton | Choteau H S | - | 13,542 | 6,500 |
| 50 | Teton | Bynum Elem | 365 | 7,402 | 2,525 |
| 50 | Teton | Fairfield Elem | 10 | 6,625 | 1,000 |
| 50 | Teton | Fairfield H S | - | 1,000 | 1,000 |
| 50 | Teton | Power Elem | 18 | 1,000 | 1,000 |
| 50 | Teton | Power H S | - | 1,000 | 1,000 |
| 50 | Teton | Golden Ridge Elem | 96 | 1,064 | 1,000 |
| 51 | Toole | Pendroy Elem | 57 | 20,734 | 1,000 |
| 51 | Toole | Greenfield Elem | 33 | 25,869 | 1,000 |
| 51 | Toole | Sunburst K-12 Schools | K12 | 171 | 1,000 |
| 51 | Toole | Shelby Elem | - | 3,100 | 1,000 |
| 51 | Toole | Shelby H S | - | 16,750 | 1,000 |
| 51 | Toole | Galata Elem | 195 | 4,100 | 1,000 |
| 52 | Treasure Valley | Hysham K-12 Schools | K12 | 88 | 2,000 |
| 52 | Treasure Valley | Glasgow K-12 Schools | K12 | 41 | 18,425 |
| 53 | | | 540 | 67,493 | 15,830 |

| | | | | | | | | | |
|----|-------------|------------------------------|-----|-------|-------|---------|---------|---------|--------|
| 53 | Valley | Frazer Elem | EL | 66 | - | 13.750 | 1,346 | 1,650 | 3,300 |
| 53 | Valley | Frazer H S | HS | 47 | - | 8.375 | 959 | 1,175 | 4,489 |
| 53 | Valley | Hinsdale Elem | EL | 64 | - | 8.277 | 1,306 | 1,600 | 3,196 |
| 53 | Valley | Hinsdale H S | HS | - | 37 | 6.325 | 755 | 925 | 2,350 |
| 53 | Valley | Opheim K-12 Schools | K12 | 37 | 25 | 12.593 | 1,265 | 1,550 | 4,353 |
| 53 | Valley | Nashua K-12 Schools | K12 | 99 | 53 | 17.000 | 3,101 | 3,800 | 2,516 |
| 53 | Valley | Lustre Elem | EL | 38 | - | 3.500 | 775 | 950 | 4,217 |
| 53 | Valley | Lustre Elem | EL | 229 | - | 22.548 | 4,672 | 5,725 | 10,338 |
| 54 | Wheatland | Harlowton Elem | EL | - | 118 | 11.010 | 2,407 | 2,950 | 2,584 |
| 54 | Wheatland | Harlowton H S | HS | EL | - | - | 204 | 250 | 1,000 |
| 54 | Wheatland | Shawmut Elem | EL | 10 | - | 1.000 | - | - | 1,000 |
| 54 | Wheatland | Judith Gap Elem | EL | 46 | - | 6.300 | - | - | 1,000 |
| 54 | Wheatland | Judith Gap H S | HS | - | 37 | 6.950 | - | - | 1,000 |
| 54 | Wheatland | Wibaux K-12 Schools | K12 | 101 | 62 | 20.631 | 3,325 | 4,075 | 1,000 |
| 54 | Wibaux | Billings Elem | EL | 9,807 | - | 769.019 | 200,063 | 245,175 | 1,000 |
| 55 | Yellowstone | Billings H S | HS | - | 5,722 | 397.318 | 116,729 | 143,050 | 1,000 |
| 55 | Yellowstone | Lockwood Elem | EL | 1,174 | - | 93.245 | 23,950 | 29,350 | 1,000 |
| 55 | Yellowstone | Blue Creek Elem | EL | 209 | - | 14.900 | 4,264 | 5,225 | 1,000 |
| 55 | Yellowstone | Canyon Creek Elem | EL | 224 | - | 18.803 | 4,570 | 5,600 | 1,000 |
| 55 | Yellowstone | Laurel Elem | HS | - | - | 85.009 | 23,786 | 29,150 | 1,000 |
| 55 | Yellowstone | Laurel H S | HS | EL | 603 | 44.060 | 12,301 | 15,075 | 1,000 |
| 55 | Yellowstone | Elder Grove Elem | EL | 343 | - | 26.077 | 6,997 | 8,575 | 1,000 |
| 55 | Yellowstone | Custer K-12 Schools | K12 | 54 | 30 | 12.216 | 1,714 | 2,100 | 1,000 |
| 55 | Yellowstone | Morin Elem | EL | 36 | - | 4.000 | 734 | 900 | 1,000 |
| 55 | Yellowstone | Broadview Elem | EL | 126 | - | 13.818 | 2,570 | 3,150 | 1,000 |
| 55 | Yellowstone | Broadview H S | HS | - | 56 | 7.092 | 1,142 | 1,400 | 1,000 |
| 55 | Yellowstone | Elysian Elem | EL | 126 | - | 13.250 | 2,570 | 3,150 | 1,000 |
| 55 | Yellowstone | Huntley Project K-12 Schools | K12 | 483 | 272 | 60.014 | 15,402 | 18,875 | 1,000 |
| 55 | Yellowstone | Shepherd Elem | EL | 575 | - | 45.872 | 11,730 | 14,375 | 1,000 |
| 55 | Yellowstone | Shepherd H S | HS | - | 293 | 25.085 | 5,977 | 7,325 | 1,000 |
| 55 | Yellowstone | Pioneer Elem | EL | 58 | - | 5.842 | 1,183 | 1,450 | 1,000 |
| 55 | Yellowstone | Independent Elem | EL | 255 | - | 19.050 | 5,202 | 6,375 | 1,000 |
| 15 | Flathead | West Valley Elem | EL | 361 | - | 27.874 | 7,364 | 9,025 | 1,000 |
| 02 | Big Horn | Hardin H S | HS | - | 507 | 44.753 | 10,343 | 12,675 | 1,000 |
| 02 | Big Horn | Lodge Grass H S | HS | - | 169 | 22.076 | 3,448 | 4,225 | 1,000 |
| 34 | Park | Gardiner H S | HS | - | 91 | 9.552 | 1,856 | 2,275 | 1,000 |
| 11 | Dawson | Deer Creek Elem | EL | 19 | - | 2.000 | 388 | 475 | 1,000 |
| 07 | Cascade | Deep Creek Elem | EL | 3 | - | 1.000 | 100 | 100 | 1,000 |
| 56 | Yellowstone | Yellowstone Academy Elem | EL | 89 | - | 20.819 | 1,816 | 2,225 | 1,000 |
| 24 | Lake | Ronan Elem | EL | 891 | - | 82.950 | 18,176 | 22,275 | 1,000 |
| 24 | Phillips | Ronan H S | HS | - | - | - | 7,854 | 9,625 | 1,000 |
| 36 | Lake | Saco Elem | EL | 52 | - | 8.013 | 1,061 | 1,300 | 1,000 |
| 24 | Lake | Charlo Elem | EL | 245 | - | 19.808 | 4,998 | 6,125 | 1,000 |
| 24 | Lake | Charlo H S | HS | - | - | - | 2,611 | 3,200 | 1,000 |
| 21 | Hill | Rocky Boy Elem | EL | 379 | - | 37.906 | 7,732 | 9,475 | 1,000 |
| 24 | Lake | Upper West Shore Elem | EL | 30 | - | 2.000 | 612 | 750 | 1,000 |
| 47 | Silver Bow | Butte H S | HS | - | 1,569 | 112.877 | 32,008 | 39,225 | 1,000 |
| 03 | Blaine | Hays-Lodge Pole K-12 Schls | K12 | 138 | 111 | 34.844 | 5,080 | 6,225 | 1,000 |

Note: Statewide, the number of Budgeted ANB are expected to decline by 0.7% per year in the 2009 biennium. If the Kindergarten bill passes, the cost for each alternative will increase.

| | <u>FY08</u> | <u>FY09</u> |
|---|-------------|--------------|
| Decline in IEFA w/o Kindergarten | | |
| IEFA at \$25 | \$ (25,733) | \$ (51,286) |
| IEFA at \$50 | \$ (51,742) | \$ (103,122) |
| Number of new Kindergarteners | | |
| IEFA at \$25 | 4,306 | 4,856 |
| IEFA at \$50 | \$ 107,650 | \$ 121,400 |
| IEFA at \$68.01 | \$ 215,300 | \$ 242,800 |
| | \$ 292,851 | \$ 330,257 |

Indian Ed For All - Amount in Schweitzer Budget Not Approved by Joint Appropriations Subcommittee on Education

Senator Juneau

02/05/07

| DP # | Page # | Budget Request | FY 2008 | FY 2009 | Bien |
|------|--------|-----------------------------------|-------------|-------------|--------------|
| PL30 | E-8 | Indian Ed for All Reestablished | \$573,200 | \$573,200 | \$ 1,146,400 |
| NP53 | E-17 | Indian Education Programs (1 FTE) | 509,928 | 510,147 | 1,020,075 |
| NP54 | E-17 | Indian Ed For All Tribal History | 237,500 | 237,500 | 475,000 |
| | | Total | \$1,320,628 | \$1,320,847 | \$2,641,475 |

The FY 2006 Base Budget was approved by the subcommittee. That means the Indian Education for All program has \$560,040 in its budget for the 2009 biennium.